

ASSOCIATE SUPERINTENDENT APPROVAL*Marcia J. Jarama***STATE BOARD MEETING DATE** September 24, 2012**SUBJECT:** Arts Integration Technical Assistance Providers**SUBMITTED BY:** Nancy Konitzer, DAS, Title I; Lynn Tuttle, Director of Arts Education**MANAGEMENT TEAM REVIEW:****BACKGROUND INFORMATION:**

Over the past 9 years, the Arizona Department of Education has issued Request for Proposals to solicit high-quality technical assistance providers in the field of arts integration. Approved providers have worked directly with schools funded for Comprehensive School Reform using arts integration as their reform model (Title I-F in 2004-2007); arts integration projects (Title V, 2004-2008), and Title I schoolwide reform using arts integration as part of their reform model (Title I-A Stimulus, 2009-2011).

In consultation with Title I and the School Improvement and Innovation units, the Arizona Department of Education issued a 3rd solicitation for high-quality Technical Assistance Providers in Arts Integration on April 26, 2012. A review panel was seated on June 11, 2012, and on July 20, 2012, 5 providers were approved by the Department's Procurement Division.

While no distinct funds are available at this point in time to support arts integration reform models, Title I schoolwide programs and schools identified as Priority and Focus schools can choose to include arts integration as part of their reform efforts to increase student academic achievement. All 5 providers were asked to provide evidence of their ability to increase student academic achievement, as well as provide evidence of their program's alignment to Arizona's Common Core Standards. An overview of the providers, as well as arts integration alignment to Title I and School Improvement was included in the August 15, 2012 training for Priority Schools.

The Department is providing the State Board with evidence of this RFP, including a list of approved providers, to help advertise the availability of these experts to support high-quality arts integration in Arizona's schools. Additional marketing of the approved providers will occur via a newly designed arts integration specific area of the ADE's arts education web pages as well as linking the arts integration area with the ADE's procurement web page.

BOARD ACTION REQUESTED: ☒ INFORMATION ☐ ACTION/DESCRIBED
BELOW:

ATTACHMENTS: YES ☒ NO ☐

TITLE IA FUNDING: USING ARTS INTEGRATION AS A SCHOOL REFORM MODEL

Background Information:

The Arizona Department of Education has strategically invested funds from *No Child Left Behind* in arts integration and arts education programs throughout the state. In July, 2004, U.S. Secretary of Education Rod Paige recognized Arizona's leadership in using NCLB funds to support quality arts integration programs in our schools. <http://www.ade.az.gov/asd/arts/Sec.PaigesLettertoSupps-ARTS.doc>.

Arizona students have directly benefited from arts integration programs in our state. Opening Minds through the Arts (OMA) in Tucson Unified School District has shown statistically significant gains in reading for students participating in this arts-integration learning environment (www.oma-project.org). In 2004-2005, the first year of Title I-F funded arts integration programs across the state, the Arizona Department of Education found statistically significant gains in reading for students participating in arts integration programs funded across the state versus students not participating.

Strategic Design of Quality Arts Education Integration Programs

- **Effective instructional strategies.** [1114,b,1,B,ii] As noted above, arts integration has proven an effective instructional strategy for students in multiple Arizona classroom settings. OMA results show specific gains for Hispanic students.
- **Innovative instructional strategies** [1114,b,1,B,iii,bb] - "A Three-Legged Stool." Quality arts integration programs are based on a three-way partnership between general classroom teachers, an arts specialist, and community-based arts partners (e.g. Tucson Symphony Orchestra; University of Arizona).
- **Professional Development.** [1114,b,1,D] All participating teachers receive intensive professional development to learn about the research supporting arts integration as a reform strategy as well as how to implement arts integrated curriculum into their classrooms in partnership with school-based and community-based arts resources.
- **Parental Involvement.** [1114,b,1,F] An arts integration approach lends itself to parental involvement through student and family engagement in artistic process and performance.

Title IA Funds and Arts Integration: Potential Use of Funds

- **Title I Schoolwide schools are eligible** to use their Title IA Funds for an arts integration school reform model.
- **Professional Development; Program Plan and Design.** A participating school will need to make a significant investment in professional development and design implementation. The Arizona Department of Education has undertaken a statewide RFP to identify high-quality technical assistance providers available for partnering with schools. The statewide procurement process will allow schools to contract with an approved provider without going through their local procurement process, allowing professional development and planning to begin in a timely manner.
- **Assessment and Evaluation.** A participating school is responsible for reporting on the outcomes of the arts integration reform model. An annual evaluation of your reform model is part of the schoolwide program process.
- **Outside expertise for arts education integration projects.** Schools may use some of the funding to contract with outside community arts groups/artists to partner with classroom teachers in the delivery of an arts integrated curriculum.
- **Purchase of materials for arts education integration projects.** Schools may use funding to purchase instruments, artistic equipment, etc. as needed for the types of arts education integration projects they intend to undertake. If using Title IA funds, make certain your school's ASIP and your LEA's CIP include arts integration as a schoolwide CSR reform model.

**TECHNICAL ASSISTANCE PROVIDERS FOR ARTS INTEGRATION
APPROVED LIST JULY 2012
TITLE I FUNDS**

Arts Integration Solutions

www.artsintegration.com

Tucson, AZ

Anne Barrett

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Arts Integration Solutions' mission is to provide teachers with effective strategies, current knowledge and relevant experiences that enhance their discipline. AiS strives to make it essential that teachers use arts integration as a best practice for achieving student success. Arts integration is the best answer to the problems and opportunities of lesson planning and presentation. AiS has broad experience in integration the arts across all content areas.

Daniel Barash

<http://www.shadowpuppetworkshop.com/index.html>

Berkeley, CA 94702

Phone: 301-646-3231

Email: danielbarash2020@yahoo.com

Daniel Barash is one of 43 national Kennedy Center Workshop Leaders. He trains teachers how to use shadow puppetry with their students in workshops that are engaging, hands-on, and directly adaptable to the classroom and in touch with today's Common Core Standards.

Childsplay

www.childsplaysaz.org

Tempe, AZ

Korbi Adams

Phone: 480-921-5700

Email: kadams@childsplayaz.org

Childsplay will work with schools to introduce drama integration strategies based upon the specific school reform needs at each site/grade level. Growing out of a U.S. Department of Education funded project, this arts integration framework has been built around literacy, but has shown application and relevancy by participating teachers to other content areas. Childsplay is Arizona's professional theatre for young audiences.

Cynthia Elek

http://www.kennedy-center.org/education/partners/touringbrochure/teacher/Cynthia_Elek.pdf

Phoenix, AZ

Phone: 480- 899-1863

Email: chelek@cox.net

Cynthia Elek specializes in connecting drama, chant and song to the written word. Through the creation and presentation of chants—rhythmic text—students can extend their understanding of literature and increase fluency in their oral delivery. She works closely with teachers, students, administrators, librarians and parents to design site-specific programs that can be applied immediately in the classroom, the media center and at home.

Missarmia Productions LLC

http://marciadaft.com/Marcias_Site/Welcome.html
<http://www.rosalindflynn.com/DocFlynn.html>

Marcia Daft

Chevy Chase, MD

Email: marciadaft@gmail.com

Marcia Daft is the Founder and Artistic Director of *Moving Through Math* and *Moving Through Science*. Her company produces and publishes children's books, instructional materials, and videos that bring arts integrated learning to life in the classroom. Marcia's unique teaching methods have been used in classrooms throughout the United States for twenty years. Dr. Rosalind L. Flynn specializes in utilizing drama strategies for English and social studies instruction. Together, these two highly regarded arts integration leaders will work with your school to identify arts integration strategies in support of your school improvement goals and your students.

Varieties of Arts Integration

Center for Applied Research and Educational Improvement
and Perpich Center for Arts Education

| TEACHER: How Arts Integration is Done | | STUDENT: Learning from Arts Integration | |
|---|---|--|--|
| A. Concepts Taught | B. What Teacher Does | C. What Student Experiences | D. What Student Produces |
| Concepts of Knowledge Integration | Interface Between Disciplines | Expressed Knowledge about the Integration | Integrated Product/Degree of Learning |
| Knowledge is invented through integrated study. Knowledge exceeds what is presented in the separate disciplines. [Create] | Arts and non-arts disciplines mutually support and enhance each other. Borders between disciplines are not apparent. [Interdependent] | Arts and non-arts issues/topics are indivisible; students do not distinguish between disciplines, but can articulate disciplinary contributions if asked. [Flow] | Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines. [Organic] |
| Knowledge is represented as a synthesis of arts and non-arts disciplines. Significant integration is evident in the presentation of concepts. [Synthesis] | An interactive relationship is evident between arts and non-arts areas. Arts and non-arts disciplines support each other. [Interact] | Arts and non-art disciplines intersect in student understanding. Meaning in both disciplines is demonstrated and understood. [Relate] | Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used. [Integrate] |
| Knowledge in arts and non-arts areas is discrete but a relationship is evident. [Entwine] | One discipline is emphasized; arts are taught primarily to promote learning in non-arts disciplines or vice versa. [Transfer] | Arts and non-arts disciplines are connected in meaningful ways. Student understanding of disciplines is uneven. [Reinforce] | Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven. [Combine] |
| Knowledge in arts and non-arts areas is represented as distinct, with superficial connections. [Connect] | Connections are casual, interaction with the arts is aimed primarily at social or affective goals. [Coincidental] | Student understanding of connections is incidental. Meaning is limited in arts and non-arts disciplines. [Motivate] | Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both. [Tangential] |
| Knowledge is represented as discipline specific with no integration in evidence. [Divide] | Arts and non-arts disciplines are taught in parallel. [Co-exist] | Students make no meaningful connections between arts and non-arts areas, although they may be conversant with both. [Separate] | Student work shows no evidence of integration. [Disconnect] |
| Art concepts are rarely, if ever taught. | Teachers do not expect to introduce art as part of the non-arts curriculum. | Students are not exposed to arts in any systematic way. | Students are not expected to produce art as part of their schoolwork |

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Our model of arts integration is a capacity building model where we will prepare teachers to use other core academic areas in their teaching and other core area teachers to use the arts in their teaching. The teachers will be trained to utilize the capacity of the arts and other core curricular areas in instruction.

Keep in mind: Biancarosa and Snow (2004) stated: "The idea is not that content-area teachers should become reading and writing teachers but rather that they should emphasize the reading and writing practices that are specific to their subjects, so students are encouraged to read and write like historians, scientists, mathematicians, and other subject-area experts."

From: Biancarosa, G., & Snow, C. (2004). *Reading next: A vision for action and research in middle and high school literacy*. (2nd ed.). Washington, DC: Alliance for Excellent Education.